

# Lesson 4-2

## Practical Lab: Circulation



# Objectives

## Objectives Legend

C=Cognitive P=Psychomotor A=Affective

1 = Knowledge level

2 = Application level

3 = Problem-solving level

## Cognitive Objectives

At the completion of this lesson, the CFR (CFR) student will be able to:

- ◆ Demonstrate the cognitive objectives of Lesson 4-1: Circulation

## Affective Objectives

At the completion of this lesson, the CFR student will be able to:

- ◆ Demonstrate the affective objectives of Lesson 4-1: Circulation

## Psychomotor Objectives

At the completion of this lesson, the CFR student will be able to:

- ◆ Demonstrate the proper technique of chest compressions on an adult. (P-1,2)
- ◆ Demonstrate the proper technique of chest compressions on a child. (P-1,2)
- ◆ Demonstrate the proper technique of chest compressions on an infant. (P-1,2)
- ◆ Demonstrate the steps of adult one rescuer CPR. (P-1,2)
- ◆ Demonstrate the steps of adult two rescuer CPR. (P-1,2)
- ◆ Demonstrate child CPR. (P-1,2)
- ◆ Demonstrate infant CPR. (P-1,2)
- ◆ Demonstrate the proper application of AED electrodes (P-1, 2)
- ◆ Demonstrate the proper sequence of the four universal steps of AED operation
- ◆ Demonstrate the management of a patient when a shock is advised (P-1, 2)
- ◆ Demonstrate the management of a patient with a pulse after initial shock(s) have been delivered (P-1, 2)

# Preparation

## Motivation:

The practical lesson is designed to allow the students additional time to perfect skills. It is of utmost importance that the students demonstrate proficiency of the skill, cognitive knowledge of the steps to perform a skill, and a healthy attitude towards performing that skill on a patient.

This is an opportunity for the instructor and assistant instructors to praise progress and re - direct the students toward appropriate psychomotor skills. The material from all preceding lessons and basic life support should be incorporated into these practical skill sessions.

## New York State Certified First Responder Curriculum

Adapted from the United States Department of Transportation  
First Responder: National Standard Curriculum

## **Prerequisites:**

Preparatory

## **Materials**

### **AV Equipment:**

Utilize various audio-visual materials relating to emergency medical care. The continuous development of new audio-visual materials relating to EMS requires careful review to determine which best meet the needs of the program. Materials should be edited to ensure that the objectives of the curriculum are met.

### **EMS Equipment:**

CPR manikins, artificial ventilation manikins, AED trainer, suction equipment, airway management equipment, eye protection, exam gloves.

## **Personnel**

### **Primary Instructor:**

One EMT-B Instructor knowledgeable in basic life support, AED use and airway management.

### **Assistant Instructor:**

The instructor-to-student ratio should be 1:6 for psychomotor skill practice. Individuals used as assistant instructors should be knowledgeable in basic life support, AED use and airway management techniques.

### **Recommended Minimum Time to Complete:**

Four hours

# **Presentation**

### **Declarative (What)**

None identified for this lesson.

# **Application**

### **Procedural (How)**

Instructor should demonstrate the procedural activities from Lesson 4-1: Patient Assessment

### **Contextual (When, Where, Why)**

Instructor should review contextual information from Lesson 4-1: Patient Assessment

### **Student Activities**

#### **Auditory (Hearing)**

1. The student should hear of actual cases where cardiac arrest resuscitation efforts were successful and unsuccessful and the reasons for the outcomes.
2. The student should hear computer voice simulations made by automated external defibrillators giving instructions on protocols or shocks.

#### **Visual (Seeing)**

1. The student should see an instructor team appropriately resuscitate a simulated cardiac arrest patient.
2. The student should see reenactments of cardiac arrest resuscitation efforts by CFRs.
3. The student should see reenactments of cardiac arrest resuscitation efforts by CFRs using automated external defibrillators.

#### **Kinesthetic (Doing)**

1. The student should practice the assessment and emergency medical care of a patient in cardiac arrest.
2. The student should practice assessment, airway management, and emergency medical care of a manikin in a simulated cardiac arrest situation.
3. The student should practice the application and operation of the automated external defibrillator.
4. The student should practice maintenance checks of the automated external defibrillator.
5. The student should practice the assessment and documentation of patient response to the automated external defibrillator.

### **Instructor Activities**

Supervise student practice.

Reinforce student progress in cognitive, affective, and psychomotor domains.

Redirect students having difficulty with content (complete remediation forms).

## **Evaluation**

#### **Practical:**

Evaluate the actions of the CFR students during role play, practice or other skills stations to determine their compliance with the cognitive and affective objectives and their mastery of the psychomotor objectives of this lesson.

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## Remediation

Identify students or groups of students who are having difficulty with this subject content. Complete remediation sheet from the instructor's course guide.

## Enrichment

What is unique in the local area concerning this topic? Complete enrichment sheets from the instructor's course guide and attach with lesson plan.